

DOCUMENT RESUME

ED 294 678

PS 017 354

AUTHOR Banashak, Joan M.
TITLE Innovative Instructional Incentive Plan.
INSTITUTION Broward County School Board, Fort Lauderdale, Fla.
PUB DATE Jun 87
NOTE 29p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Discipline Problems; *Educational Improvement;
*Educational Planning; Elementary Education;
*Incentives; *Intervention; Program Descriptions;
Program Implementation; Referral; Rewards; Student
Organizations

ABSTRACT

The Innovative Instructional Incentive Plan represents a set of goals and action strategies for implementing the school improvement plan of the Fairway Elementary School in Miramar, Florida, where instructional time was being lost due to disruptive student behavior, and where behavioral infractions were not always dealt with quickly or consistently. This paper provides: (1) a description of the school; (2) a summary of the improvement planning process; (3) an executive summary stating the problem, summarizing the analysis of the problem, and stating intervention goals; (4) a time line for implementation; (5) a statement of the school's code of discipline; (6) descriptions of six superhero caricatures that were designed to illustrate concepts in the discipline code, and were portrayed by means of lifesize cardboard cutouts which were strategically placed throughout the school; (7) a brief description of the incentive awards program for positive behavior and good work; (8) a brief outline of the referral process; and (9) a description of the link between earned incentives and interdisciplinary clubs established to enrich the curriculum and further reward students. Concluding materials describe program implementation month by month for the first year, and outcomes anticipated for the second. (RH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED294678

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

INNOVATIVE
INSTRUCTIONAL
INCENTIVE
PLAN

FAIRWAY ELEMENTARY SCHOOL

MIRAMAR, FLORIDA

Ms. Joan M. Banashak
Principal

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Joan M.
Banashak

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

PS 017354

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

The Nation's Largest Fully Accredited School System



FAIRWAY ELEMENTARY SCHOOL
Joan M. Banashak, Principal
7850 Fairway Boulevard
Miramar, Florida 33023
(305) 985-5475

Lori Nance Parrish
Chairperson
Donald J. Samuels
Vice Chairperson

Jan R. Cummings
Robert D. Parks
Eileen S. Schwartz
Toni J. Siskin
Neil Sterling

William J. Leary, Ed.D.
Superintendent

INNOVATIVE INSTRUCTIONAL INCENTIVE PLAN

Fairway Elementary School
Joan M. Banashak, Principal

This Innovative Instructional Incentive Plan represents a set of goals and action strategies for carrying out Fairway Elementary's School Improvement Plan. Fairway is located in Broward County, Miramar, Florida. In 1986 Fairway joined a pilot School Improvement Leadership project with the district's Management Academy. The plan reflects the work of the Fairway School Improvement Team. The plan includes a description of Fairway, a set of goals and objectives for a three year School Improvement Plan, action steps and strategies for carrying out the goals and objectives, and a timeline for plan completion.



INTRODUCTION

Last year, Fairway was invited to participate in a pilot project which would develop a School Improvement Plan.

The objective of this endeavor was to examine the current research on Effective Schools as it relates to Fairway.

Participation in this project provided both the staff and the community the opportunity to assess Fairway's achievements and needs.

The ultimate vision that the staff of Fairway Elementary foresees is the existence of a learning environment which produces self-motivated and self-confident students who are anxious to stretch their academic prowess in order to pursue higher level thinking skills, to engage in problem solving strategies and to explore the scientific process.

All those who have participated in this project are to be commended for their perseverance and diligence. At this time, I would like to acknowledge and thank the staff and all members of the community who have contributed to this successful endeavor.

Fairway Elementary will, indeed, be an institution of outstanding performance and academic excellence due to their unparalleled efforts and dedication.

Joan M. Banashak, Principal
Fairway Elementary School

OVERVIEW AND HISTORY

Fairway Elementary is located in a residential area in the southwestern corner of Broward County and has been in operation since 1969.

Fairway Elementary is committed to quality education. Its philosophy clearly addresses a commitment to the individual learning styles of its students. We believe that Fairway exists to provide the best educational opportunities for all students.

Fairway offers students a diversified program which includes instruction in a basic curriculum and participation in an array of enrichment programs.

Currently the enrollment of Fairway for grades kindergarten through fifth grade is 790 students. Due to the construction of new residential developments, enrollment has increased significantly during this school year.

The school was originally constructed as an open school. The concept of an open school was not accepted by the community. This apprehension has been evidenced by criticism of the school's unstructured environment and its discipline problems.

Pressure from the school advisory resulted in the installation of partitions. However, the partitions were not the answer to a productive and orderly environment.

Although consistent efforts to improve school discipline has been an ongoing endeavor, surveys from the parents, students, and staff indicated more attention is still needed in this area.



1986-87 SCHOOL IMPROVEMENT PLANNING SUMMARY

1986

September - Commitment to Project

On September 24, 1986, an invitation was extended to interested principals to participate in the School Improvement Project. For the past three years, Fairway Elementary has been actively studying Effective Schools Research. This year Fairway enrolled in the Network for Effective Schools. Our interest in this current trend motivated us to volunteer to participate in the School Improvement Project.

October - School Improvement Team Formed

On October 24-25, 1986, school improvement leadership training was initiated. The role of the principal was emphasized and several management styles were discussed.

The internal design team concept was presented and team building skills and behaviors were explained. Several team selection strategies were presented.

On October 28, the faculty and advisory were informed of our participation in the project. The excitement and enthusiasm that was generated by this announcement was overwhelming. Eleven teachers volunteered to serve on the internal design committee.

At this time, two committees were formed. The steering committee consists of the principal, five teachers, and the advisory chairperson. Six teachers serve on the task force committee.





November - Needs Assessment Conducted

During November, an intense study of methods for collecting data for a needs assessment was pursued. The steering committee examined several types of surveys. The pros and cons of each format was discussed. The committee voted on using the School Effectiveness Questionnaire. Teachers, support staff, students, and parents were all given a similar survey.

Training was given by Information Services in processing surveys using the computer. Data collection was completed at school.





1987

January - Data Analysis Begins

The task of interpreting assessment data was challenging to the steering committee. Several techniques were applied to the data that was generated until patterns began to surface from all survey groups.

The committee felt that further clarification was needed to identify specific areas of concern. Therefore, a second survey was drafted and administered. This survey only used items which reported low percentages on Survey I.

February - Gap Analysis Conducted

After analyzing data from Survey II, eleven concerns emerged. The committee needed more feedback from staff on these issues before a plan could be developed.

The staff was inserviced on prioritizing techniques. The eleven concerns were prioritized individually and then collectively.

The group ranking indicated that these three specific areas were a top priority:

- a need for a uniform discipline code
- a need for a consistent discipline referral process
- a need for a behavior modification program

Before a school improvement plan could be developed, the committee wanted more specific feedback from the staff on these areas. Brainstorming sessions were conducted and shared. These experiences proved to be most valuable and meaningful.

Issues were clarified and needs were identified. The reaction of the staff to the brainstorming session was overwhelmingly positive.

Having surveyed all constituencies of the school, community, prioritized and brainstormed concerns, the stage was set for developing specific goals.

March - Goals Determined

The goal setting process involved the collaboration of all members of the steering committee.

The committee reviewed the summative charts from the brainstorming session. Specific goals which addressed the identified concerns were developed.

April - Monitored Plan and Selected Solution Strategies

6

During the month of April, goals were reviewed and a force field analysis was conducted with each goal. This procedure indicated the specific solution strategies that would be implemented.

On April 27, Fairway's School Improvement Plan was presented to a team of county administrators and consultants. Their feedback was used to edit and revise this first draft.

May - Action Plan Designed

The final copy of Fairway's plan was prepared and presented to the staff and advisory group.

Action steps were coordinated in sequential order and a time line for implementation was developed.

June - Setting the Stage for 1987-88

Committees were given release time and work began on critical issues.

The first draft of the following components was presented to the faculty:

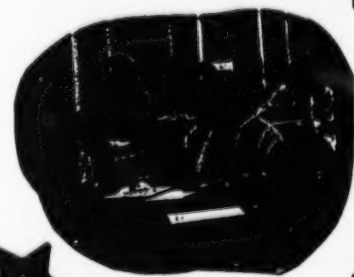
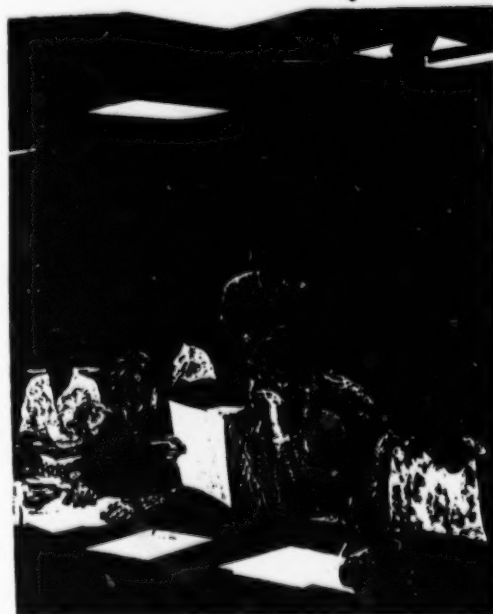
- a uniform discipline code
- a consistent discipline referral process
- the first phase of a schoolwide behavior modification program
- recommended superheroes

Before initiating this plan of action, the entire staff will be inserviced on uniform implementation procedures.

Conclusion

The most positive results of this year's experiences are the enthusiasm and determination that working together has generated. Fairway's staff is highly motivated and eager to implement their plan of action.

The 1986-87 school year will always be remembered as the year we unlocked our personal reservoirs of talents and strengths and inundated a school improvement plan which can only lead to a successful and positive learning environment.



EXECUTIVE SUMMARY

Statement of Problem

After conducting a needs assessment of the school environment, two areas of concern were identified:

- Instructional time was lost due to disruptive student behavior in class as well as during transition time from one learning activity to another.
- Behavioral infractions were not always dealt with quickly or with consistency.

The problem is threefold in nature:

1. Time on task is lost due to discipline problems.
2. An inconsistent referral process creates a gap in the enforcement of discipline and has a negative impact on staff morale.
3. A need exists to provide students with positive opportunities to improve self-concept and achieve a realization of self-worth.

Summary of Problem Analysis Activities

- A. School Analysis Questionnaires for students, parents, instructional and non-instructional staff were administered.
- B. After analyzing data, a revised questionnaire was administered to ascertain specific areas of concern.
- C. The analysis of Survey II identified ten areas of concern. These issues were prioritized first by the staff individually and then collectively in order to produce a group ranking of priorities.
- D. Brainstorming sessions with the total staff further clarified issues.

Goals

- A. A consistent discipline code will be developed and implemented by the total staff.
- B. A specific discipline referral process which outlines consequences directly related to the discipline code will be developed and enforced.
- C. A behavior modification program will be developed to reinforce appropriate behavior.
- D. The incentives earned through the behavior modification program will be utilized to enrich the curriculum through an interdisciplinary approach using clubs and special interest groups.
- E. A behavior management program using superheroes will be developed and implemented in order to increase time on task.

Vision

The staff is eager to commence our project and envisions Fairway as a school which implements the principles of Effective School Research and provides our students with quality education.

Year 1

1987-1988 - By June, 1988, there will be an improvement in appropriate student behavior and time on task through the development and implementation of a school-wide discipline code, referral process, and behavior modification program.

These components will be introduced to students by creating a school theme. Students will begin school by entering into Fairway's Land of Superheroes. These characters will depict the values and norms to be observed. Students will identify with these superheroes and school rules will be reinforced.

By June, 1988, the following indicators will measure the success of Fairway's school improvement plan for the 1987-88 school year:

There will be a 20% reduction in the number of referrals.

A 20% increase of staff approval of new discipline referral system will be indicated in the staff annual survey.

Increased time on task will reduce retentions by 10%.

Fifty percent of the students will earn sufficient incentives to allow them to participate in inter-disciplinary clubs.

There will be a 10% increase in the number of *Improvement Awards earned.

FAIRWAY ELEMENTARY SCHOOL

TIME LINE FOR SCHOOL IMPROVEMENT IMPLEMENTATION

OBJECTIVE: A consistent discipline code will be developed and implemented by the total staff.

Strategies

1. Establish a discipline committee.
2. Develop uniform code.
3. Inservice staff.
4. Print code in handbook.
5. Display code throughout the school.
6. Closed circuit presentation.
7. Student rally to enforce code.
8. Staff enforces code.
9. Analyze referrals.
10. Survey teachers, students, parents.
11. Evaluate and set timeline for '88-'89 objectives.

1987						1988					
June	Aug.	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
*											
*											
	*										
	*										
	*										
	*	*									
	*	*	*	*	*	*	*	*	*	*	*
				*		*		*		*	
				*		*		*		*	
										*	
											*

OBJECTIVE:

A specific discipline referral process which outlines consequences directly related to the discipline code will be developed and enforced.

Strategies

1. Establish referral committee.
2. Develop referral process.
3. Inservice staff.
4. Publish in handbook.
5. Closed circuit presentation.
6. Track referrals on computer.
7. Monitor implementation.
8. Survey teachers.
9. Evaluate and set timeline for '88-'89.

June	Aug.	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
*											
*											
	*										
	*										
		*				*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*	*
				*							*
				*							*
											*

Discipline Code Committee:

Mrs. Fern Egurin
 *Ms. Janet Kelly
 Mr. Russell Norman
 Ms. Teri Sellers
 Ms. Angela Cicerale

Referral Committee:

Ms. Barbara Caulfield
 *Mrs. Phyllis Gay
 Ms. Carole Halka
 Mrs. Sydna Shermett

OBJECTIVE:

A behavior modification program will be developed to reinforce appropriate behavior.

Strategies:

1. Establish behavior modification committee.
2. Design behavior modification program.
3. Inservice staff.
4. Inform parents and students.
5. Implement program.
6. Monitor disruptive students.
7. Initiate accumulation of points earned.
8. Survey staff.
9. Assess number of retentions.
10. Evaluate and set timeline for '88-'89.

1987					1988						
June	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
*											
*											
	*										
		*									
		*									
				*		*		*		*	
				*	*	*	*	*	*	*	*
											*
											*
											*

OBJECTIVE:

The incentives earned through the behavior modification program will be utilized to enrich the curriculum through an interdisciplinary approach using clubs and special interest groups.

Strategies:

1. Establish student activities committee.
2. Develop and administer teacher survey.
3. Develop and administer student survey.
4. Correlate surveys.
5. Inservice staff.
6. Requisition materials and supplies.
7. Designate room assignments.
8. Schedule clubs.
9. Implement clubs.
10. Measure student participation.
11. Evaluate and set timeline for '88-'89 objectives.

June	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
	*										
		*									
		*		*							
				*							
				*	*						
				*	*						
				*	*	*	*	*	*	*	*
						*	*	*	*	*	*
											*
											*

Behavior Modification Committee:

Mrs. Nancy Breen
 Mrs. Marcia Iserson
 Ms. Sarajane Reilly
 *Mrs. Sydna Shermett
 Mrs. MaryBeth Finke

Interdisciplinary Clubs

Mrs. Linda Baker
 Mrs. Mary Cunningham
 Ms. Susan Dawson
 Mrs. Betsy Edens
 Ms. Ellen Volpicella
 Mrs. Erycina Webbe
 Mrs. April Carocciolo
 Mrs. Gale Petro

OBJECTIVE: A behavior management program using superheroes will be developed and implemented in order to increase time on task.

Strategies

1. Establish behavior management committee
2. Identify superheroes
3. Select school theme
4. Design and display
5. Inservice staff on implementation
6. Introduce students and parents on theme concept
7. Students will describe superheroes
8. Monitor number of awards
9. Evaluate and set timeline for '88-89 objectives

	1987					1988					
	June	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
1. Establish behavior management committee	*										
2. Identify superheroes	*										
3. Select school theme	*										
4. Design and display		*									
5. Inservice staff on implementation		*									
6. Introduce students and parents on theme concept			*	*	*	*	*	*	*	*	*
7. Students will describe superheroes											
8. Monitor number of awards											
9. Evaluate and set timeline for '88-89 objectives											

School Theme Committee:

Mrs. Linda Wanke
 *Ms. LuAnn Comes
 Mrs. Susan Cook
 Mrs. Eileen Velasco

*Denotes Chairperson

SCHOOL DISCIPLINE CODE

Creating effective school discipline is the key factor in the development of a more positive learning environment. Since the first step is the identification of specific anticipated behaviors, the staff at Fairway Elementary School has prepared a discipline code which will be consistent for all students. The code is based on the principles of caring, respect for others, cooperation, mutual trust and commitment to learning. The discipline code is enforced in all areas of the school by both instructional and non-instructional personnel.

Although the rules appear to be general in nature, students are instructed as to the specifics surrounding each rule.

FAIRWAY'S CODE OF BEHAVIOR

Obey all directions given by teachers and staff and cooperate by getting along with peers.

THINK! Use self-control.

Caring + Kindness = Courtesy

Walk silently at all times and go directly to your assigned area.

Show respect for all adults and all students at Fairway.

Be responsible for yourself.

The acronym O.S.C.A.R. identifies the key concepts:

O = Obedience

S = Self-Control

C = Courtesy and Cooperation

A = Ambulation

R = Respect and Responsibility

SCHOOL SUPERHEROES

Superheroes have been created to correlate to the key concepts emphasized in the discipline code.

This module encompasses all aspects of appropriate learning behaviors.

Students relate appropriate behaviors to each respective superhero.

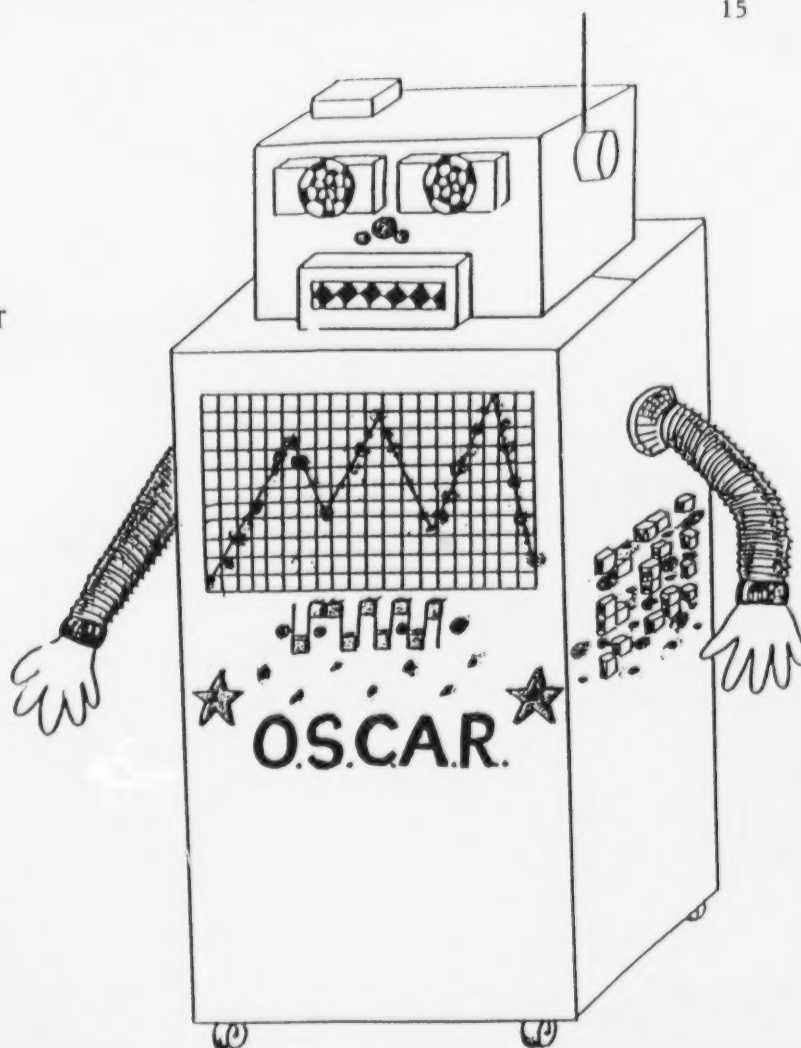
We proudly introduce the superheroes of Space Station Fairway:

<u>O</u> bitron	The Enforcer of <u>O</u> bedience
<u>S</u> afe "T"	The Protector of <u>S</u> afety
<u>C</u> urtron	The Commander of <u>C</u> ourtesy
<u>A</u> pprobot	The Agent of <u>A</u> mbulation
<u>R</u> ebot	The Regulator of <u>R</u> ules
O.S.C.A.R.	The Grand Controller

Caricatures of these characters are strategically placed throughout the school.

O.S.C.A.R.

The Grand Controller

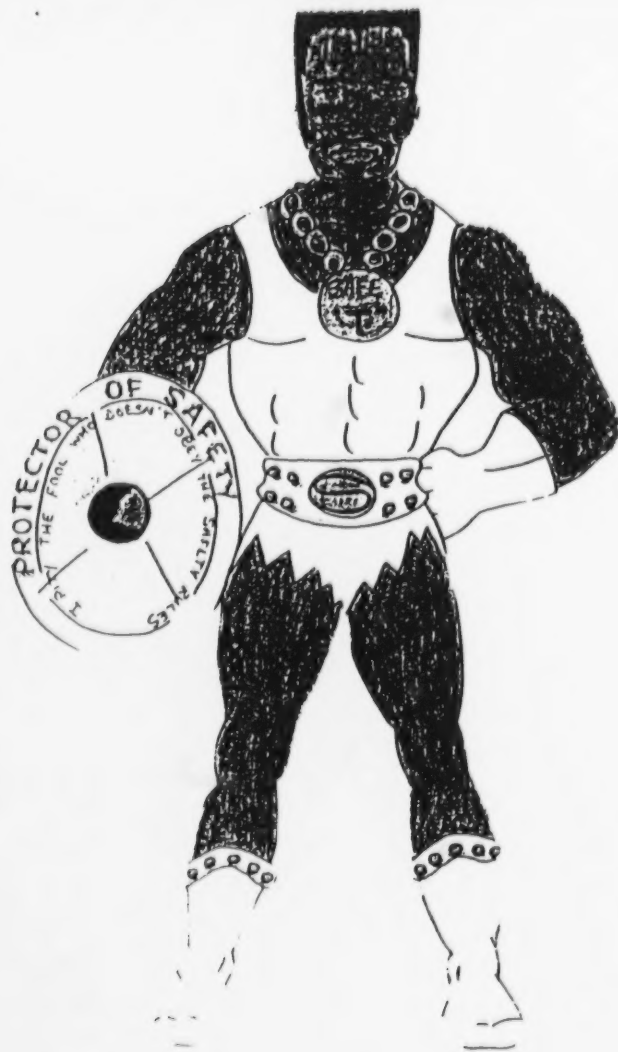


OBITRON

Enforcer of Obedience

Obey all directions given by
teachers and staff.

OBITRON



SAFE "T"

Protector of Safety

Think! Use self control.

CURTRON

Commander of Courtesy

Caring + Kindness = Courtesy



APPROBOT

Agent of Ambulation

Walk silently at all times and
go directly to your assigned area.



REBOT

Regulator of Rules

Show respect for all adults and all
students. Be responsible for
yourself.

EARNING FOR LEARNING

The purpose of this program is to increase learning through the use of incentive awards. An incentive is called an OSCAR. Students earn OSCARS for positive behavior and good work. Students are also permitted to accumulate OSCARS for "special activities" and special interest clubs.

Inappropriate behavior and poor work habits cause students to lose OSCARS. The loss of OSCARS will disqualify a student from special events for that week.

It is anticipated that the implementation of this program will instill a positive self-concept in students and create a productive learning environment.

REFERRAL PROCESS

In our Earning for Learning program, there are times that the teacher needs support from the administrative staff to help students improve behavior. If a student has already lost 3 Oscars and has a letter to take home explaining his misbehavior, and he breaks another rule that day, the teacher sends him to the office with his written rules, a copy of the parent letter and a referral stating the latest problem.

The student is given a chance to discuss the problems and the consequences of the misbehavior with an administrator. Emphasis is put on eliciting other ways the student could have handled the situation and avoided the office referral. The student is given a letter with the consequences listed. The severity of the consequence depends on how many referrals the student has had. Consequences range from denial of club participation to a full day internal suspension with written assignments. The student serves the consequences the following school day, after the parent has signed and returned the letter.

Exceptions to the above procedure are made for specific problems including blatant disrespect, weapons or controlled substances, or serious assault. These infractions warrant immediate referral to the principal.

We have found that students are comfortable with this program because they know the expected behaviors and the consequences. Because the rules and consequences are the same for everyone, they feel the system is fair. In addition we are keeping the parents informed and getting their support in developing good behavior.

MONITORING REFERRALS

	<u>86-87</u>	<u>87-88</u>	<u>DIFFERENCE</u>
ENROLLMENT	684	812	+19%
Quarter			
1	52	11	-79%
2	69	23	-67%
3	118	28	-76%
4	107	*NA	*NA
	-----	-----	-----
Total	346	62	*NA

*Not available at this time

INTERDISCIPLINARY CLUBS

The incentives earned through the Earning for Learning program are utilized to enrich the curriculum by using an interdisciplinary approach with clubs.

Students and staff were surveyed and a diversified selection of clubs was developed.

Students apply for the clubs of their choice. The number of incentives earned determine the actual club assignments.

Clubs meet on Friday afternoons. The term of a club is a six week period.

Clubs end with a culminating activity. Students who successfully participate in clubs are awarded certificates.

Year of Implementation

1987-88

1987August

Teachers returned to school early in August to plan the final stages of the dramatic introduction of the School Improvement Plan. The following activities took place:

Discipline Code - Posters were made listing the new school code and displayed in every classroom.

Referral Process - Letters to parents were drafted and printed on NCR paper to inform parents of classroom misbehavior and/or an office referral.

Earning For Learning -

Class pocket charts were made for students' use and class summary charts were developed to record the number of OSCARS earned.

Superheroes -

Sketches of various types of superheroes were discussed and voted on by teachers. Selected superheroes were designed and displayed throughout the school.

Video

Presentation -

The principal and teachers developed a video presentation to explain to students the new plan.

Brochure -

A school brochure was developed to explain the new plan to parents. All components of the new program were addressed.

September

The school year opened with students viewing a video-taped presentation of the new discipline code, referral process, and incentive program. Superheroes were also introduced to students. The Grand Controller OSCAR was to arrive at school on September 30.

A brochure was also developed for parents. Students brought the brochure home the first day of school.

The stage was now set for a successful implementation of a school-wide improvement plan.

Students now anxiously awaited the arrival of OSCAR. "OSCAR is coming" banners adorned the corridors and classrooms.

October

Procedures for the Earning for Learning program were taught to all students.

Students begin the day with four OSCARS and one warning card. Inappropriate behavior or poor study habits cause a student to loose an OSCAR. At the end of the day the number of OSCARS remaining are recorded. Students earning seventeen or more OSCARS participate in a special activity.

Once students understood the overall plan, they immediately began earning OSCARS.

On Fridays students with seventeen OSCARS participated in a special activity. Students who did not qualify were assigned to detention.

November

With the close of the first marking period, a comparison was made between the number of referrals for last year as compared with this year. Last year there were 52 referrals during the first marking period. Whereas this year with the implementation of the Innovative Instructional Incentive Plan there were only 11 referrals.

December

Participation in interdisciplinary clubs was a major motivational incentive for students and a challenge for teachers.

Teachers were asked to identify those clubs which they felt comfortable sponsoring. A course description of each club was developed by the teacher sponsor. Outlines of topics to be covered were organized and materials for clubs were requisitioned.

Students were administered an interest survey to determine the preferences for the clubs that would be offered.

A priority ranking of clubs was developed from the students' responses.

January

By its very nature the interdisciplinary clubs were to be a correlation between the basic program and enrichment opportunities.

Keeping this in mind, a student application for clubs was developed which incorporated the minimum basic language skills.

Students were asked to complete the required information and rank according to preference the clubs listed.

Students would be assigned clubs according to the total number of OSCARS earned during the second marking period.

Referrals were again monitored at the end of the second marking period. During this period there were 23 referrals to the office as opposed to 69 during the same time last year.

February

Beginning with the third marking period, clubs meet during the last hour of each Friday. Students who do not earn seventeen OSCARS that week, serve detention rather than attend clubs.

The enthusiasm of teachers and students was contagious. The clubs were off to a great start!

March

Clubs run for a six week period. At the end of each session, certificates are awarded to students. The criteria used for awarding certificates includes 100% attendance and successful participation in club activities and/or projects.

The second session of clubs provided students another opportunity to participate in their priority ranking of clubs.

Referrals were again monitored at the end of the third marking period. Last year at this time 118 referrals were sent to the office. This year during the same period we had 28 referrals.

April

After successfully completing the second session of clubs, students were awarded certificates.

During the third session second grade will be added to the grade levels participating in clubs.

A new roster of clubs was developed. Students will be offered six different choices. The new rosters were posted in classrooms. Students were motivated to earn more OSCARS in order to be placed in their first choice club.

May and June

The third session of interdisciplinary clubs will be conducted according to procedures previously stated.

The School Improvement Committees will develop goals and a timeline for the 1988-89 school year.

Next year the project will move into a more academic domain. The interdisciplinary nature of clubs will be examined more intensely. Students will be encouraged to develop higher level thinking skills and expand their academic prowess.

Year 2

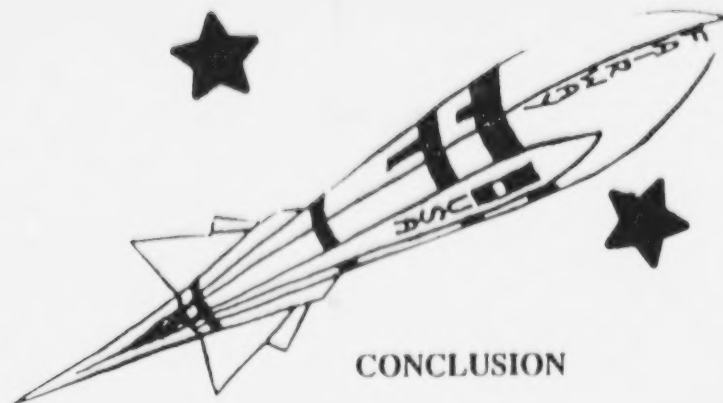
By June, 1989, the following projected outcomes will be achieved:

1. The improved self-discipline and self-motivation will be evidenced by a 20% increase in the number of *Improvement Awards earned.
2. The improved school climate will provide students with opportunities to gain self-confidence and a realization of self-worth which will be reflected in a 20% increase in the positive ratings on the fifth grade self-concept survey.
3. Opportunities for creative expression and aesthetic education will be provided and utilized by 75% of the students participating in interdisciplinary clubs.

*Improvement Award Criteria: Advance two letter grades on the report card and maintain at that level.

The Extended Vision

The ultimate vision that the staff of Fairway Elementary foresees is the existence of a learning environment which produces self-motivated and self-confident students who are anxious to stretch their academic prowess in order to pursue higher level thinking skills, to engage in problem solving strategies and to explore the scientific process.



CONCLUSION

The success of this project lies in the enthusiasm and motivation of the total staff.

This endeavor was by no means an average assignment. The process that was used to develop this schoolwide plan was democratic and collegial. It is because of this process that the staff assumed ownership of the project.

The product that was developed, The Innovative Instructional Incentive Plan, is functional and successful because it was developed by teachers and administrators who are child-centered.

The faculty and staff of Fairway Elementary feel that they have developed an instructional management program for students which will make school productive as well as enjoyable.

